

Language Arts Standards Rationale

A Vision for Arizona's Students

Arizona's students must be able to communicate effectively in their schools and communities. The communication skills of reading, writing, listening, speaking, viewing and presenting form the core of language and literacy. The ultimate purpose of the following language arts standards is to ensure that all students be offered the opportunities, the encouragement and the vision to develop the language skills they need to pursue lifelong goals, including finding personal enrichment and participating as informed members of society. The language art standards presented in this document are organized into four areas:

- Reading
- Writing
- Listening and Speaking
- Viewing and Presenting

Reading, writing, listening and speaking are commonly recognized as language skills. Visual communication skills have long been applied in language arts classrooms through the use of media and visual resources. However, with the increase in the availability and variety of media, students are faced with numerous demands for interpreting and creating visual messages. In this document, viewing (interpreting visual messages) and presenting (creating visual messages) are the two aspects of visual communication. Resources available for teaching visual communication range from charts, graphs and photographs to the most sophisticated electronic media.

The interdependency of reading, writing, listening, speaking, viewing and presenting requires that language arts skills be integrated in two ways:

- Within language arts
- Across other content areas

Students use language skills to understand academic subject matter and to enrich their lives. They develop literacy at different rates and in a variety of ways. Consequently, interdependent language arts skills and processes should be taught in a variety of learning situations.

Assessment of language arts skills and processes should be comprehensive, authentic and performance based. Multiple assessment methods should be used to evaluate a student's knowledge base and the application of reading, writing, listening, speaking, viewing and presenting.

Assessment tasks should reflect those experiences encountered in the home, community and workplace. Issues concerning assessment of specific populations pose complex questions with no simple solutions. As programs and assessments are developed, these issues must be resolved to enable all students to meet the standards.

In conclusion, the standards in the language arts framework form the core of every student's ability to function effectively in society. Students will need a wide repertoire of communication strategies and skills to succeed as learners, citizens, workers and fulfilled individuals in the 21st century.

Table 1. Language Arts Standards

STANDARD 1: Reading

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

STANDARD 2: Writing

Students effectively use written language for a variety of purposes and with a variety of audiences.

STANDARD 3. Listening and Speaking

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

STANDARD 4: Viewing and Presenting

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

LANGUAGE ARTS STANDARDS

BY LEVEL: ESSENTIALS (Grades 4-8)

STANDARD 1: READING

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

- **R-E1. Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode words unfamiliar in print**

(Grades 4-5)

- PO 1. Identify root words
- PO 2. Infer meanings of words in a selection through knowledge of prefixes and suffixes
- PO 3. Confirm meaning of words using context clues

(Grades 6-8)

- PO 1. Identify the effect of prefixes and suffixes on root words
- PO 2. Confirm meaning of figurative, idiomatic and technical language using context clues

- **R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections**

(Grades 4-5)

- PO 1. Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text
- PO 2. Distinguish fact from opinion
- PO 3. Summarize the text in own words (assessed at district level only)
- PO 4. Compare and contrast the text (e.g., characters, genre, cultural differences, fact, fiction)
- PO 5. Determine cause-and-effect relationships
- PO 6. Identify the text in chronological, sequential or logical order
- PO 7. Make an inference using contextual clues

(Grades 6-8)

- PO 1. Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text
- PO 2. Distinguish fact from opinion
- PO 3. Summarize the text in own words (assessed at district level only)
- PO 4. Compare and contrast the text (e.g., characters, genre, cultural differences, fact, fiction)
- PO 5. Determine cause-and-effect relationships
- PO 6. Summarize the text in chronological, sequential or logical order
- PO 7. Predict outcome of text

- **R-E3. Analyze selections of fiction, nonfiction and poetry by identifying the plot line (i.e., beginning, conflict, rising action, climax and resolution); distinguishing the main character from minor ones; describing the relationships between and motivations of characters; and making inferences about the events, setting, style, tone, mood and meaning of the selection**

(Grades 4-5)

- PO 1. Distinguish the main characters from the minor characters
- PO 2. Summarize the plot line to include cause and effect
- PO 3. Explain the interaction of major and minor characters in a selection
- PO 4. Draw defensible conclusions based on events and settings
- PO 5. Differentiate fiction, nonfiction and poetry based on their attributes
- PO 6. Explain cause and effect within the plot

(Grades 6-8)

- PO 1. Describe the setting and its relationship to the selection
- PO 2. Describe the motivation of major and minor characters in a selection
- PO 3. Draw defensible conclusions, based on stated and implied information according to style, meaning and mood
- PO 4. Differentiate fiction, nonfiction or poetry based on their attributes
- PO 5. Identify the theme

- **R-E4. Identify the author's purpose, position, bias and strategies in a persuasive selection**

(Grades 4-5)

- PO 1. Identify the author's purpose and use of details to support the purpose
- PO 2. Describe the author's use of strategies to convince or persuade
 - bandwagon
 - peer pressure
 - "loaded" words
- PO 3. Identify the author's bias

(Grades 6-8)

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 - "loaded" words
- PO 3. Identify the author's bias

- **R-E5. Evaluate an instructional manual such as assembly directions or user's guide for clarity and completeness**

Note: Can be used for 5th and 8th grades, depending on difficulty of manual used for the assessment

- PO 1. Identify the components of an instructional manual (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)
- PO 2. Incorporate information from the illustrations
- PO 3. Locate support help in manual or from manufacturer
- PO 4. Identify the sequence of activities needed to carry out a procedure
- PO 5. Identify information that is either extraneous or missing (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)

- **R-E6. Compare and contrast the historical and cultural perspectives of literary selections**

Note: For instructional purposes—not for state assessment

(Grades 4-5)

- PO 1. Compare one author's perspective of a historical character, setting or event with another historical or contemporary literary selection (e.g., essays, autobiographies, fiction, nonfiction)
- PO 2. Compare the lives and experiences of characters in history to present-day individuals who have similar goals or face similar challenges
- PO 3. Compare versions of traditional or contemporary literature from different cultures for similarities and differences related to theme, plot, character, setting and point of view

(Grades 6-8)

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STANDARD 2: WRITING

Students effectively use written language for a variety of purposes and with a variety of audiences.

Note: In developing the Essentials Level concepts, students should use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks. See W-F1 for the performance objectives.

- **W-E1. Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks**

(Grades 4-5)

- PO 1. Spell correctly
- PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)
- PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)
- PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)
- PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)

(Grades 6-8)

- PO 1. Spell correctly
- PO 2. Punctuate correctly (e.g., sentence endings, commas in a series, commas in compound sentences, abbreviations, quotation marks, colon in a business letter greeting, apostrophes)
- PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns, direct quotations)
- PO 4. Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions)
- PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex)

- **W-E2. Write a personal experience narrative or creative story that includes a plot and shows the reader what happens through well-developed characters, setting, dialog, and themes and uses figurative language, descriptive words and phrases**

(Grades 4-5)

- PO 1. Write a personal experience narrative
 - develop a story line in a sequence that is clear
 - use descriptive words and phrases

-OR-

- PO 2. Write a story
 - develop a story line in a sequence that is clear
 - develop the characters
 - describe the setting
 - use dialog when appropriate
 - use descriptive words and phrases

(Grades 6-8)

- PO 1. Write a personal experience narrative
 - develop a story line in a sequence that is clear
 - use figurative language or descriptive words and phrases

-OR-

PO 2. Write a story

- develop a story line in a sequence that is clear
- develop the characters
- describe the setting
- use dialog when appropriate
- use simile, metaphor or descriptive words and phrases

- **W-E3. Write a summary that presents information clearly and accurately, contains the most significant details and preserves the position of the author**

(Grades 4-5)

Note: For instructional purposes—not for state assessment

(Grades 6-8)

PO 1. Use own words except for material quoted

PO 2. Preserve the author's perspective and voice

PO 3. Contain main ideas of event/article/story plus the most significant details

PO 4. Present clearly written and organized information

- **W-E4. Write an expository essay that contains effective introductory and summary statements and fully develops the ideas with details, facts, examples and descriptions**

(Grades 4-5)

Note: For instructional purposes—not for state assessment

(Grades 6-8)

PO 1. Write an expository essay that begins by stating the thesis (purpose) with an effective introductory statement or paragraph; provides smooth transitions; and ends with either a paragraph concluding the development of the thesis, a summary or a clincher statement

PO 2. Use own words (except for quoted material) to develop ideas accurately and clearly with supporting details, facts, examples or descriptions

PO 3. Use personal interpretation, analysis, evaluation or reflection to evidence understanding of subject

- **W-E5. Write a report that conveys a point of view and develops a topic with appropriate facts, details, examples and descriptions from a variety of cited sources**

(Grades 4-5)

PO 1. Write a report in own words that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered

PO 2. Use logical sequence (including transitional words and phrases such as *first, next, then*)

PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources

(Grades 6-8)

- PO 1. Write a report in own words (except for material quoted) that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered
- PO 2. Organize a report with a clear beginning, middle and end including use of smooth transitions
- PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic, and from a variety of cited sources
- PO 4. Use personal interpretation, analysis, evaluation or reflection to evidence understanding of subject

- **W-E6. Write formal communications, such as personal or business letters, messages, directions and applications, in an appropriate format and for a specific audience and purpose**

(Grades 4-5)

- PO 1. Write a formal communication in an appropriate format for a specific audience and purpose
- PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (e.g., *first, next, then*)
- PO 3. Express ideas that are clear and directly related to the topic

(Grades 6-8)

- PO 1. Write a formal communication in an appropriate format for a specific audience and purpose
- PO 2. Organize ideas in a meaningful sequence using smooth transitions
- PO 3. Express ideas that are clear and directly related to the topic

- **W-E7. Write a response to a literary selection by supporting their ideas with references to the text, other works or experiences**

(Grades 4-5)

- PO 1. Write a clear response supported with examples from the text, other works or experiences
- PO 2. Relate own ideas to supporting details in a clear manner
- PO 3. Organize response with a clear beginning, middle and end

(Grades 6-8)

- PO 1. State clearly a position that is interpretive, analytic, evaluative or reflective
- PO 2. Support inferences and conclusions with examples from the text, personal experience, references to other works or reference to non-print media
- PO 3. Relate own ideas to supporting details in a clear and logical manner
- PO 4. Provide support adequate to the literary selection (e.g., short poem vs. novel)

- **W-E8. Demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus to complete effectively a variety of writing tasks**

(Grades 4-5)

PO 1. Implement a research strategy that includes

- selecting appropriate source for a specific research purpose
- utilizing reference materials (e.g., dictionary, thesaurus, encyclopedia, informational trade books, multimedia sources, Internet)
- writing a paraphrase of information from a source
- recording relevant information (e.g., notes, graphs, tables) taken from a research source
- organizing notes and integrating notes into a finished product
- incorporating notes into a finished product

(Grades 6-8)

PO 1. Implement a research strategy that includes

- selecting best source for specific research purpose
- taking notes that summarize and paraphrase information relevant to the topic
- incorporating notes into a finished product

STANDARD 3: LISTENING AND SPEAKING

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

- **LS-E1. Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience**
- **LS-E2. Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience**
- **LS-E3. Interpret and respond to questions and evaluate responses both as interviewer and interviewee**
- **LS-E4. Predict, clarify, analyze and critique a speaker's information and point of view**

STANDARD 4: VIEWING AND PRESENTING

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

- **VP-E1. Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions**
- **VP-E2. Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images**
- **VP-E3. Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness**

LANGUAGE ARTS GLOSSARY

Acknowledge To cite the source of information in a written piece.

Address To speak to; to deal with.

Adequate Sufficient, competent, satisfactory.

Advance To put forward, propose.

Allusion An indirect reference to something assumed to be familiar.

Analytic Noting relationships; reasoning from the interrelations of a subject.

Anticipate To foresee, to realize beforehand.

Appropriate Consistent with accepted standards; suited to an end or purpose.

Cluster A group of the same or similar elements.

Cohesive Consistent, tending to unify.

Complex Composite, intricate, complicated.

Concrete Precise, specific.

Contain To have within, to include, to have as component parts.

Contemporary In existence now; present, current, present-day.

Convey To communicate or make known.

Craft To construct, create.

Create To produce through artistic or imaginative effort.

Creative Original, inventive, innovative.

Credible Worthy of belief because of precision; valid, convincing, true.

Credit To acknowledge work done; to cite.

Effective Producing a desired effect; efficient.

Exclude To reject; to prevent from being included or considered.

Expository Explanatory, interpretive.

Figurative Language Use of figures of speech; symbolic language.

Genre Type or class; classification of literature.

Good Penmanship Readable formation of letters; the art of handwriting.

High Frequency Word A word that appears many more times than others in ordinary reading materials.

Idiomatic Pertaining to expressions of language that do not mean what they literally say.

Interpretive Serving to explain; explanatory.

K-W-L A reading comprehension strategy to determine what a student knows, wants to know and has learned.

List To itemize; to make a list of.

Maintain To support, sustain.

Meaningful Effectively conveying meaning, feeling or mood; important, significant.

Metaphor A figure of speech in which a comparison is implied by analogy, but not stated.

Paraphrase To restate text or passage in another form or words.

Personal Experience First-hand experience.

Perspective View, outlook.

Preserve To keep or maintain intact.

Reflective Characterized by, or disposed to, serious thought; contemplative, deliberative.

Relate To give account of; describe, report.

Relevant Having a bearing on, or connection with, the matter at hand.

Résumé A brief written account of personal, educational and professional qualifications and experience.

Scaffold To build one idea upon another.

Sensory Pertaining to the senses.

Simile A figure of speech in which two essentially unlike things are compared.

Skim To look through reading matter casually.

Symbolism Attributing symbolic meanings or significance to objects, events or relationships.

Traditional Conventional.